DOCUMENT RESUME

ED 045 291 RE 003 066

AUTHOR Heimberger, M. J.
TITLE Sartain Reading Attitudes Inventory.
PUB DATE 30 Apr 70
NOTE 9p.; Paper presented at the meeting of the Pennsylvania Educational Research Association, Pittsburgh, Pa., Apr. 29-May 1, 1970

EDRS PRICE EDRS Price MF-$0.25 HC-$0.55
DESCRIPTORS *Attitude Tests, Childhood Interests, *Elementary Grades, *Interest Tests, *Reading, Recreational Reading, Socioeconomic Status, Student Attitudes

ABSTRACT

This inventory was devised in order to measure how children feel about reading. It is divided into four sections--Recreational Reading, Work-Type Reading, Learning to Read, and Social Values--with a total of 37 forced-choice type of responses. Besides its ease of administration and scoring by the classroom teacher, it requires only 20 to 30 minutes to administer. Percentile norms for age levels (6-6 through 11-5) and for economic levels (lower, middle, and upper income) were set up from samples drawn from communities nationally representative of general socioeconomic levels. The total sample consisted of 1,093. The table of percentile norms included in this study showed that the age groups 8-6 through 9-11 demonstrated the greatest interest in reading and the age 10-6 through 11-5 group, the least. Because of the few children sampled at age 6-6 through 7-5, no conclusions could be made at this level. Contrary to expectations, the norms for the three socioeconomic levels did not vary significantly. The general opinion that children from the lower socioeconomic levels are less interested in reading than children who come from higher levels was not upheld. The Reading Attitudes Inventory is included. (DH)

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PERA SPEECH
April 30, 1970
M.J. Heimberger

SARTAIN READING ATTITUDES INVENTORY

This report concerns the Sartain Reading Attitudes Inventory, an instrument that has been devised by Dr. Harry W. Sartain to show how children in grades 1-4 feel about reading. The inventory has four sections--Recreational Reading, Work-Type Reading, Learning to Read, and Social Values, with a total of 37 responses. These responses are of a forced-choice type, i.e. the child must choose either A or B. One choice implies an interest in reading, the other choice indicates a different type of interest. (Give example.)

The Sartain Reading Attitudes Inventory is easily administered by the teacher. Each item is read orally to the children, who then mark their choice on their answer sheet. Total administration time is nominal (20-30 minutes), and scoring is a simple procedure.

One study has shown a high reliability for this instrument. In 1964, Edward Canan used the Sartain Reading Attitudes Inventory as one measurement device in a study concerning multi-basal vs. single basal reading instruction in grade one. He computed a reliability coefficient for the inventory of .74, which is satisfactorily high. Further information on reliability for grades 2-4 is presently being gathered.

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In 1968-69 norms for grades 2-4 were set up for the Sartain Reading Attitudes Inventory. A sampling was drawn from Allegheny, Westmoreland, Washington, and Beaver Counties which took into account different communities proportional with three general socio-economic levels nationally. In other words, a local cross section was selected which closely resembled a national cross section. The total sample size was 1093. In this sample, lower, middle, and upper income levels were considered, as were white and non-white population. At the lower

income level ($3999-$5999) the sample included 449 whites and 99 whites, for a total of 548. At the middle income level ($6000-7499) there were 363 whites and 26 non-whites, for a total of 389. At the upper income level ($7500-10,000 plus) were 153 whites and 3 non-whites, for a total of 156.

Following administration of the inventory in the schools of these local communities, percentile norms were set up for age levels, and for the three socio-economic levels. (Refer to norms table). A look at the age norms reveals that children toward the "middle ages" (8-6 through 9-11) tend to score higher, showing more of an interest in reading. This drops off at level 10-6 through 11-6, and this level also has more low scores than the others. The sample of children age 6-6 through 7-6 is small, so no real conclusion can be drawn fromit.

Results of this study showed that norms for the three socio-economic levels were not significantly different. The variation was so slight that application of statistical tests was not felt to be necessary. Thus it can be concluded that children in this study showed no differences in their attitudes toward reading whether they were from families with high, middle or low income. This may seem contrary to commonly held opinion that lower socio-economic level children do not value reading as highly as children who are more economically advantaged.

PERCENTILE RANK NORMS - THE READING ATTITUDES INVENTORY

Harry W. Sartain and Allen Rubin

Falk School Research Office — University of Pittsburgh (15213)

SCORE	Percentile Ranks for Each Age Range							
	6yr 6mo thru 7yr 5mo	7yr 6mo thru 7yr 11mo	8yr 0mo thru 8yr 5mo	8yr 6mo thru 8yr 11mo	9yr 0mo thru 9yr 5mo	9yr 6mo thru 9yr 11mo	10yr 0mo thru 10yr 5mo	10yr 6mo thru 11yr 5mo
37				99	99	99	99	
36				99	99	98	98	
35		99	99	98	97	97	97	
34		99	97	96	95	95	95	99
33		96	95	92	92	90	89	94
32	92	91	89	87	88	85	82	89
31	81	86	82	82	82	81	75	84
30	73	81	73	78	75	75	69	78
29	65	76	65	73	66	68	61	68
28	54	66	58	64	57	60	52	57
27	46	55	51	52	48	50	40	48
26	46	46	43	42	39	42	32	45
25	46	39	35	34	32	35	26	41
24	46	33	28	28	26	29	21	35
23	42	24	21	23	21	21	17	31
22	38	16	16	17	16	17	14	23
21	35	13	12	12	11	13	11	16
20	19	11	9	8	8	11	10	14
19	8	9	7	6	7	9	8	13
18	8	7	4	4	6	7	5	10
17	8	6	2	3	4	5	3	7
16	8	5	1	2	3	4	2	5
15	8	4	1	1	1	4	1	4
14	8	3	1	1		4	1	3
13	8	1	1	1		3	1	3
12	4		1	1		1		2
11	0		1	1		1		2
10			1	1		1		1
9			0	0		0		1
8								1
N	13	140	156	191	160	175	162	96 1093

Norms are based on a sample taken in 1969 of 965 white and 128 non-white children in the Pennsylvania counties of Allegheny, Westmoreland, Washington, and Beaver. Schools were randomly selected from three general economic levels to approximate the economic structure of the U.S. according to Census Bureau data for 1960.

THE READING ATTITUDES INVENTORY

Harry W. Sartain

This inventory may be used with Grades 2, 3, or 4 to assess the degree of liking children have for reading. It includes items related to recreational reading, work-type reading, learning to read, and social values of reading. Although scores for separate sections may not be highly significant, the teacher can obtain some clues about the attitudes of certain children by noting wide discrepancies between responses on these sections. The inventory has been shown to be reliable when properly administered.

The time required for administration is between 20 and 30 minutes. A whole class can take it at one time if they are attentive and fully co-operative. A special response sheet is required.

DIRECTIONS FOR ADMINISTERING THE RAI

Make sure that each child has two sharp pencils on his desk. Distribute the response sheets and ask each child to enter his first and last names, his age, and his birth date.

Give the directions exactly as printed below with the exceptions that questions may be answered during the introduction, additional comments may be made when somebody obviously does not understand the procedure, and an item may be read a third time if a child did not hear. Give the directions with some enthusiasm in order to obtain wholehearted co-operation.

"Everybody enjoys doing some things but not others. Today we want to find out what things you like to do. This is not a test. It is a sheet on which you are going to mark what you like to do when I read the different choices. You will not be graded on your answers. We only want to know how you feel about these things."

"For each number on your paper I shall read two sentences. One will be called 'A' and the other will be called 'B'. You will show which sentence tells what you like by circling the 'A' or the 'B' after the number on your sheet. I shall read each pair of sentences twice, while you decide which letter to circle."

(Write "Example 1. A B" in manuscript on the chalkboard and point to it.)

"Now find 'Example 1.' near the top of your sheet and put your finger under it. Listen carefully while I read the two sentences that go with that number." (Read each sentence in a pair with exactly equal intonation, so that your voice does not suggest any preference whatsoever.)

"A. I like ice cream. B. Ice cream makes me unhappy."

"I'll read Example 1. again; listen carefully." (Reread it repeating the letter designations, also.)

"Which letter will you circle if you like ice cream?" (Response.) "Yes, you will circle 'A' if you like ice cream. If you do not like ice cream, which letter will you circle?" (Response.) "Yes, 'B'. (Move around the room while talking to make sure each child follows directions.)

"Now, lets do Example 2 together. Do your own thinking; don't pay any attention to what other people like. Put your finger under Example 2. Listen:

"A. I like to clean my desk better than to read a comic book."

"B. I like to read a comic book better than to clean my desk."

"I'll read Example 2 again." (Do so.) "Now circle 'A' or 'B' to tell which you like to do better."

"If you prefer to clean your desk, which letter did you circle?" (Response)

"If you prefer to read a comic book, which did you circle?" (Response)

"Now we shall begin with the numbers below the line and continue down the page. We will not talk at all, but keep our answers secret. Put your finger under Number 1 and listen while I read the two sentences twice. Then circle either 'A' or 'B' to show which you like."

"A. I'd rather read than play outdoors in winter."

"B. I like to play outside in winter better than to read."

"Number 1. again: A. I'd rather read than play outdoors in winter."

"B. I like to play outside in winter better than to read."

"Circle 'A' or 'B' to show which you like." (Pause only a moment.)

"Now put your finger under Number 2.

(Continue in the same manner as above. Do not mention section titles such as "Work-Type Reading." After every 8 or 10 items praise the children for being good listeners and workers.)

ATTITUDE TOWARD READING
(Preference Inventory)

Harry W. Sartain

1. RECREATIONAL READING

1. A. I'd rather read than play outdoors in winter.
   B. I like to play outside in winter better than to read.

2. A. I almost never read library books.
   B. I sometimes do read library books.

3. A. I do not read books from the classroom table or shelf every day.
   B. I read something from the classroom book table or shelf almost every day.

4. A. I like to have somebody buy me an interesting new book.
   B. I like a new card game like "Old Maid" better than a book.

5. A. I take a library book home almost every week.
   B. I take a library book home about once a month.

6. A. I like to draw pictures better than to read stories.
   B. I like to read stories better than to draw pictures.

7. A. It is more fun to read a story about cowboys than to see a cowboy story. on television.
   B. I like to see cowboys on television better than to read about them.

8. A. I especially like to watch circus animals on television.
   B. I especially like to read a good book containing stories and pictures about circus animals.

9. A. Some of the stories which I read are very funny.
   B. I hardly ever find anything funny in the stories that I read.

10. A. Poems are never fun to read.
    B. Poems are fun to read if they are fairly short.

11. A. When I look at library books, I usually look at only the pictures.
    B. I look at the pictures and read the stories in library books.

12. A. Most of the children in books do not do very interesting things.
    B. I sometimes try to do some of the things that other children have done in the stories I read.

13. A. I like to pretend that I am one of the people in the stories that I read.
    B. The children in stories usually do not do the things that real children do.

Now look for Number 14 at the top of the middle column.

14. A. I sometimes put off doing something that I should do because I want to finish reading a story.
    B. I don't read when there is something else to do.

II. WORK-TYPE READING

15. A. It's fun to read silently in my school books.
    B. I do not like to read in my school books.

16. A. I like to work with a group or a committee which is finding information to give in a report to the class.
    B. I like to make things to show to the class better than to find information in books.

17. A. I usually read exactly what the teacher tells me to read.
    B. I often find extra books or stories to read about something which interests me.

18. A. I sometimes read to find the answers to questions that someone has asked me.
    B. I'd rather ask somebody else to answer the questions.

19. A. It's fun to look up new words in the dictionary, a picture dictionary, or a word list.
    B. Picture dictionaries and other dictionaries are too hard to use.

20. A. When I want to make something, I'd rather ask somebody how than try to read a list of directions.
    B. I like to read to find out how to do things or make things.

III LEARNING TO READ

22. A. I like to find new words in the stories that I'm reading.
    B. It makes me unhappy to find new words when I'm reading.

23. A. I usually try to "figure out" the new words that I find.
    B. I ask the teacher for help as soon as I find a new word.

24. A. It's fun to read out loud to the class in school.
    B. I hate to read out loud to the class.

25. A. I almost always need help when I find a new word in reading.
    B. I can usually figure out the new words that I find.

Now look for Number 26 at the top of the last column.

26. A. I sometimes find that parts of the new words are like old words which I already know.
    B. New words look entirely strange to me.

27. A. I don't like rhyming words.
    B. It's easy to figure out a new word when I see that it rhymes with one I already know.

28. A. I like to find words that start with the same sounds like "plum" and "plush."
    B. It's too hard to hear the begin ning sounds of words.

29. A. I can read better now than I could a month ago.
    B. I can read about as well as I could a month ago.

30. A. I think that we spend too much time reading in school.
    B. I'd like to spend more time reading in school.

IV. SOCIAL VALUES

31. A. When I grow up I expect to find a job in which I shall not have to do much reading.
    B. I think that I can have a better job when I grow up if I am a good reader.

32. A. When I am old enough to vote, I'll be able to vote more wisely if I am a good reader.
    B. I'll vote for the people that my friends say they like.

33. A. I don't like people who read many books.
    B. My friends will like me better if I read some of the same things that they read.

34. A. I can find out what is happening in the world by reading newspapers or magazines.
    B. I can get enough of the news from radio or television.

35. A. I like to read out loud to the family.
    B. I almost never read out loud at home.

36. A. I like very much to tell the class some of the stories that I have read.
    B. I'd rather tell the class about something new that I've been given than about a story that I've read.

37. A. I like to wait until I can see people better than to receive letters from them.
    B. I like to receive and read letters.

(Collect the papers as soon as No. 37 has been completed and thank the pupils for their helpfulness.)

RESPONSE SHEET FOR SARTAIN RAI

Score _____

PR _____

Name _____

Age _____ Birth Date _____

Example 1. A B Example 2. A B

1.	A	B	14.	A	B	26.	A	B
2.	A	B	15.	A	B	27.	A	B
3.	A	B	16.	A	B	28.	A	B
4.	A	B	17.	A	B	29.	A	B
5.	A	B	18.	A	B	30.	A	B
6.	A	B	19.	A	B	31.	A	B
7.	A	B	20.	A	B	32.	A	B
8.	A	B	21.	A	B	33.	A	B
9.	A	B	22.	A	B	34.	A	B
10.	A	B	23.	A	B	35.	A	B
11.	A	B	24.	A	B	36.	A	B
12.	A	B	25.	A	B	37.	A	B
13.	A	B						